

The Role of School Principal Leadership Style, Work Environment and Family Support on PAUD Teacher Performance

Safrida¹, Ronald Maraden Parlindungan Silalahi², Hendy Tannady³

Manajemen, Universitas Islam Sumatera Utara, Indonesia⁽¹⁾, Bahasa Inggris, Universitas Bunda Mulia, Indonesia⁽²⁾, Manajemen, Universitas Multimedia Nusantara, Indonesia⁽³⁾

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Abstract

Teacher performance is an important part of achieving the goals of an educational institution. The good or bad of an educational institution or school can also be seen from the level of teacher performance. To avoid the bad side of teacher performance, a comfortable work environment, the right leadership style and support from the family are needed so that performance can be more optimal. This research intends to analyze the performance of teachers in PAUD in Cengkareng District, West Jakarta, which is affected by the work environment, leadership style and family support. Questionnaire data as primary data and school IKP and EKI documents as secondary data. There were 22 respondents in this research who were sampled. Multiple linear regression analysis as data analysis and t-test as a hypothesis test were all processed through SPSS version 26. The results of this research describe that performance is not partially affected by the work environment. Meanwhile performance is significantly affected positively by leadership style. Furthermore, performance is significantly positively affected by family support. Other test results, performance is significantly positively affected by the work environment, leadership style and family support simultaneously.

Keywords: *work environment; leadership style; family support; teacher performance*

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✉ Corresponding author : Hendy Tannady

Email Address : hendy.tannady@umn.ac.id (Tangerang, Banten, Indonesia)

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Introduction

Optimization and good management of human resources must be implemented by every organization. The management of human resources itself cannot be separated from the employee factor that the company hopes to contribute and perform as well as possible. Employees themselves have an important role in the organization, including being controllers, thinkers, and planners of every organizational activity. Maximum performance needs to be shown by employees so that organizational goals are met. Given its important role, an employee in an organization or institution must be given more attention in his development and education, so that the goals of the organization will be fulfilled. Organizations or institutions need to pay attention to various factors that have an impact on employee performance, namely the work environment. The right work environment is needed to create team work and also work motivation, this has an impact on the performance of teachers in an organization or institution. Sedarmayanti (in Siagian and Khair, 2018) defines that all raw materials to the tools used are around, where a person works, how he works as well as his work arrangements whether as an individual or a group. The work environment can be dichotomous in the physical and non-physical. Where the physical environment is the situation and conditions that exist around the workplace, while what is meant by the non-

physical environment is the social environment, namely all relationships that will affect work. According to Mathews and Khann (2016) the work environment is divided into physical and social environments.

Lestary and Chaniago (2018) and Tannady et al (2019) in their research stated that the work environment has a positive correlation with employee performance. This is in line with other research including Denok Sunarsi, Hadion Wijoyo, et al in their research on employees of PT. Mentari Persada Jakarta, if the work environment variable has a significant influence on employee performance. In addition, Holid and Meilani (2018) in their research on workers at a university's academic directorate, if the social work environment has a significant and positive impact on employee performance. From the statement above, it can be concluded that the work environment is one of the significant factors in increasing employee performance. The work environment is a variety of psychological and material conditions in an organization. Therefore, an organization must have a proper work environment, for example a physical environment with a representative layout and a social environment with a working atmosphere, employee welfare, teacher-to-teacher relations, teacher-leadership relations, as well as a good place of worship. The work environment will greatly affect the implementation of work so that teacher morale increases and teacher performance will also increase.

In addition to the environment, performance is also influenced by leadership style factors. Leadership is a way in which a person or leader achieves organizational goals so that what you want to achieve can be realized and as desired. Every institution and organization must have a leadership strategy so that what is desired or the target can be carried out according to the target. According to Soekarno's opinion in Jamaludin (2017) the implementation of managerial tasks becomes a behavior that reflects a leadership style. Sutrisno's opinion in Siagian and Khair (2018) reveals that other people can be moved to achieve goals through a direction, guidance, influence is a process of a leader's activity, that is leadership. Agree with the theory above, Jamaludin (2017) explains that a superior can influence subordinates to achieve goals through carrying out tasks and responsibilities which are representative of leadership style. Siagian and Khair (2018) in their research on PLN workers in North Sumatra stated that employee performance is positively but not significantly influenced by leadership style. In addition, Efendi (2020) has a significant positive effect of leadership style on performance. The authors can conclude that the statements of views from various experts regarding all capabilities in influencing and directing workers to a goal are representative of a leader's leadership style.

Aside from these factors, family also has a major impact on a person's performance. Family is a balance in work. A comfortable space for sharing thoughts is family. So the role and support of the family is very important and also greatly affects one's performance. Mukarramah (2020) in their research stated that family has a significant positive impact on performance. In line with this, Anggriansyah (2021) regarding teachers in the Sukoharjo sub-district, Pringsewu, is that teacher performance is significantly affected by family support. Mangkunegara in Siagian and Khair (2018) has the view that employee performance is the implementation of tasks carried out by workers through quantity and quality according to responsibility. According to Adiputera's Opinion in Rugian et al (2017) explains that human management as the driving force of the organization is an embodiment of Human Resource (HR) management. The studies above show that if family support. To achieve the goals of the institution, it is necessary to pay attention to these three factors so that the teacher's performance is as expected. In addition, organizations or institutions that want to achieve their goals must be able to take advantage of the potential of human resources. So that the organization can develop with the contribution of human resources. Utilization of human resource potential focuses on working efficiently and productively. In addition, the utilization of the potential of human resources is the main discussion of conceptual management and leadership in an institution (Tannady et al., 2019).

This research was conducted at five PAUD located in Cengkareng sub-district, West Jakarta municipality, from the results of the Customer Satisfaction Index (IKP) it was found that 33% of customers, in this case were parents, were not satisfied with the services and infrastructure provided by PAUD. The indicator for utilization and maintenance of infrastructure has the lowest score, namely 19.41 compared to the other two indicators, namely the level of parental satisfaction with the quality of learning and the general customer satisfaction index. Based on the results of the Individual Performance Evaluation (EKI) it was found that several indicators were below standard, namely planning and implementing learning evaluations, obedience, consistency, sensitivity and responsiveness to the needs of others, being involved in advancing schools or institutions, and being involved in maintaining the work environment. The indicator involved in maintaining the work environment has the lowest value, namely 2.95. Based on the results of the IKP and EKI, the authors choose performance as the dependent variable and work environment as the independent variable. In the period from 2010 to 2022, all PAUD have experienced a change of principal. This leadership change makes teachers continue to have to adapt to new leaders, leadership styles and targets. This indirectly affects teacher performance. Therefore, the writer chooses leadership style as the independent variable.

Based on the author's observations, some teachers experienced a decrease in performance. This can be seen from the declining level of teacher attendance and complaints from students' parents. Various factors that influence this include family, economic and health problems. Based on these observations, the authors chose family support as the independent variable. Based on previous research, it was found that several gap phenomena emerged from each independent variable. Some experts state that there are variables that influence positively or not on the dependent variable. As said by Lestary and Chaniago (2018) and supported by the statement of Holid and Meilani (2018) that the work environment affects performance, but according to Suparman (2020) says that the environment does not affect significantly due to work patterns and regulations that are very clear and patterned causes performance is not affected by the work environment. Work support according to Siagian and Khair (2018) and Efendi (2020) has a positive relationship between leadership style and performance. On the other hand, other phenomena that emerge from research results state that there is a gap phenomenon between leadership style and performance as written by Clinton and Tewal Bernhard (2018) and also supported by the results of the journal Nugroho (2018) which states that there is no significant and positive relationship to performance support. Meanwhile, the family support variable, Mukarramah (2020) and Anggriansyah (2021) explained that it has a significant positive impact on performance and the authors did not find a gap phenomenon in the third variable or family support.

From the background and previous research that has been conducted, the purpose of this study is the Influence of the Work Environment, Leadership Style and Family Support on the Performance of PAUD Teachers. What distinguishes it from previous research is that this research intends to understand the relationship of the three variables, namely work environment, leadership style and family support on teacher performance.

Methodology

This research is a quantitative research that uses a questionnaire as a data collection instrument. The population in this research is all teachers who work in PAUD located in Cengkareng sub-district, West Jakarta. Non-probability sampling was used in this research. Non-probability sampling is a method of determining a sample that does not open up equal opportunities for each part of the population to be used as a sample (Mantik & Sunjoyo, 2018).

This research aims to interpret whether there is a positive impact or not the work environment, leadership style and family support on teacher performance. On the basis of the purpose of this research, this type of quantitative research is an option. Rugian et al (2017) explains that a scientifically and managerially decision-making is called the quantitative

method. Data becomes the initial foundation of this method, then processing is carried out until it becomes an information presentation so that decision making can be done.

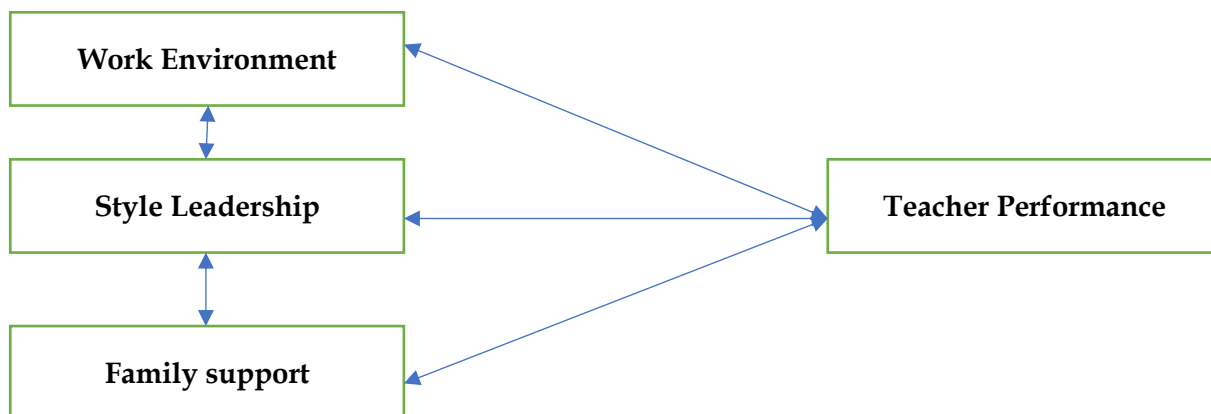


Figure 1. Research Design

According to Rugian et al (2017) Population is a generalization of objects that have the character that the writer chooses to study and then conclusions are drawn. According to Rugian et al (2017) a sample is a small part of the population which can give an overview of the character of the entire population. If the population observed is a large number of studies, research is not carried out on all populations, due to several factors such as time and manpower, the funds that researchers have, and researchers using a sample of teachers in this study. This research used a sample of 22 PAUD teachers. To get the sample as expected and needed, probability techniques are used. The research design is presented with a chart in Figure 1.

Results and Discussion

Hypothesis testing

Test t-Test

Table 1. Test Results T-Test

Coefficients ^a					
Modle	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,386	4,717		0,294	0,772
Total_X ₁ _ Work environment	-0,082	0,306	-0,047	0,267	0,792
Total_X ₂ _ Style Leadership	0,540	0,230	0,414	2,348	0,031
Total X ₃ _ Family support	0,698	0,165	0,608	4,238	0,000

a. Dependent Variable: Total Y: Teacher Performance

Source: SPSS versi 26

The following is a description of the interpretation based on the statistical results in Table 1:

The Effect of the Work Environment on Teacher Performance

To prove that work environment (X_1) has a negative impact on teacher performance a hypothesis test is carried out through a comparison of t table with t count. According to the results of the partial test of the working environment variable, the count is -0.267. The t distribution table is searched at the value $\alpha = 5\%$ through the formula $\alpha / 2 = 0.05 / 2$, namely 0.025 where the degrees of freedom (df) = $n - k$ or $22 - 3 = 19$, n = all respondents and k = independent variable . Value 0.025; 19 t table value obtained is 2.093. Because the calculated t value is -0.267 less than < t table 2.093. Therefore it is understood that H_0 is accepted and H_1 is rejected, which means, partially it is said the effect of work environment on teacher performance is not significant.

The Effect of Leadership Style on Teacher Performance

To prove if Style Leadership has a positive impact on teacher performance, a comparison is made through the Hypothesis Test, the value of t is calculated with t table. According to the results of the partial test, the value of t table is 2.348. The t distribution table is searched at the value $\alpha = 5\%$ through the formula $\alpha / 2 = 0.05 / 2$, namely 0.025 which has degrees of freedom (df) = $n - k$ or $22 - 3 = 19$, n = all respondents and k = all variables independent. Value 0.025; 19 t table values of 2.093. Because the calculated t value is $2.348 > t$ table 2.093, so that H_0 is rejected and H_3 is accepted, meaning partially the effect of Style Leadership on teacher performance is significant.

The Effect of Family Support on Teacher Performance

In order to provide evidence that Family Support has a positive impact on Teacher Performance, it is carried out through a comparison of t tables and t counts with hypothesis testing. The calculated t value of the partial test is 4.238. The t distribution table is searched at the value $\alpha = 5\%$ through the formula $\alpha / 2 = 0.05 / 2$ namely 0.025 whose degrees of freedom (df) = $n - k$ or $22 - 3 = 19$, n = all respondents and k = all independent variables . Value 0.025; 19 t table values of 2.093. Because the calculated t value is $4.238 > t$ table 2.093, so it can be withdrawn if H_0 is rejected and H_3 is accepted Teacher Performance is significantly influenced by Family Support.

Test F-Test

Table 2. Test Results f - Test

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	209,241	3	69,747	17,551	.000 ^b
	Residual	71,532	18	3,974		
	Total	280,773	21			

a. Dependent Variable: Total Y: Teacher Performance

b. Predictors: (Constant), Total X_3 Family support, Total X_2 Style Leadership, Total X_1 Work environment

Source: SPSS versi 26

Based on table 2, it can be described the influence between the independent and dependent variables as follows: a) From the table, the f count value is 17.551 and f table can be obtained from the distribution of r table statistical significance at 5% or 0.05 through the formula $f\text{-table} = (k; n-k)$, n = number of respondents and k = number of variables

independent, the resulting number $(3; 22-3) = (3; 19)$. The f-table value of $(3; 19)$ is 3.127. b) Because the f-count value is $17.551 > f\text{-table } 3.127$, then based on the test it can be understood if the hypothesis is accepted or Work environment, Style Leadership and Family support have a significant effect simultaneously on Teacher Performance.

Discussion

The study carried out had the aim of looking at the impact of the work environment, leadership style and family support on the performance of PAUD teachers in the Cengkareng sub-district, West Jakarta, obtaining the following results:

The influence of the work environment on teacher performance

On the basis of the SPSS version 26 analysis of the learning environment variables, the result is t-count, which is smaller than t-table, on the basis of a value of $-0.267 < 2.093$. It was concluded that the teacher's performance was not significantly affected by the work environment, partially. The results of this research can be examined, namely the work environment which includes the physical building, school and non-physical infrastructure around a person while working and with co-workers that do not have a positive effect on teacher performance. On the basis of research test results, work environment variables do not affect a person's performance. In line with research conducted by Allan (2017), says that the main factor in worker quality and productivity is the work environment. According to Lestary and Chaniago (2018) in their research it was revealed that worker performance is positively correlated by the work environment.

From the results of the work environment variable questionnaire, it was concluded that in general the non-physical and physical work environment is quite good. However, all school members have worked well together for the indicator of learning achievement to have the lowest score of 4.09. This means that cooperation between school members does not affect the performance of teachers professionally. Based on Permeneg PAN No. 16 of 2009, teacher performance evaluation includes mastering teaching materials, carrying out teaching and learning planning, capability of carrying out teaching and learning processes, ability to evaluate and provide assessments, ability to carry out tutoring. Success in learning is more influenced by the pedagogical and professional abilities of the teacher. On the basis of the results of data processing from the questionnaire, it proves that teacher performance is not affected by the work environment. This has proven that reality and theory do not necessarily match.

The influence of leadership style on teacher performance

On the basis of the test using SPSS version 26 the value of 2.348 from the t count is greater than the t table value of 2.093. Therefore, the conclusion is that partially teacher performance is significantly affected by leadership style. This illustrates that the performance of PAUD teachers in the Cengkareng sub-district, West Jakarta is influenced by how good the leadership style is. This is in accordance with Riyanto Effendi's research (2020) which states that employee performance is significantly positively affected by leadership style.

The influence of family support style on teacher performance

On the basis of tests carried out using SPSS version 26 on family support variables. Because the calculated t value is $4.238 > t\text{ table } 2.093$, therefore it can be understood if H_0 is rejected, and H_3 is accepted, meaning that there is a partial influence between DK and KG. This is in line with Holid and Intansari's (2018) research on higher education directorate workers, if the work environment has a significant impact on employee performance.

According to previous research that family support has a positive impact because it is able to increase a person's confidence in completing his duties (Susilawati in Azizah (2019). Mirza (2017) if family support is an attitude in the form of acceptance by one family member

to another so that there is from the results of processing statistical data and theory, it is concluded that good family support for a teacher will have a positive impact on the performance of PAUD teachers in Cengkareng sub-district, West Jakarta.

Test the coefficient of determination (R^2)

Based on tests conducted using SPSS version 26. Because the f-count value is $17.551 > f_{\text{table}} 3.127$, therefore based on the results of the f test it can be understood if there is a simultaneous impact between the Work Environment, Family Support, Leadership Style on Teacher Performance. Simultaneously the work environment, leadership style and family support have a significant effect on performance. The results of data processing illustrate that teacher performance has been affected by the work environment, leadership style and family support. Overall, based on the test results, it can be described simultaneously that the work environment as a factor influencing teacher performance with leadership style is considered an important influencing factor. Based on the test results, it can be seen if the teacher's performance is influenced by the leadership style of a leader and the ability of the leader to direct, guide, motivate, so that the performance is better and more productive. Family support is also a strong supporting factor so that a worker or teacher can work well and be more enthusiastic so that the teacher's performance becomes better.

Conclusion

Based on the discussion on the impact of the work environment, leadership style and family support on the performance of PAUD teachers in the Cengkareng sub-district, West Jakarta, it can be concluded that the work environment variable on teacher performance partially does not have a significant and positive impact on PAUD teacher performance, meaning the work environment provided both physically and non-physically in PAUD does not affect and cannot improve the performance of PAUD teachers. The indicators that best reflect the work environment are the facilities available, communication between employees and superiors and cooperation between school members in successful learning. Through the research results and the implications they present, this research has academic suggestions in the form of performance evaluation which is expected to be carried out at least once per month by the school principal. This is because evaluation will provide an opportunity for school leaders to evaluate the strengths and weaknesses of each teacher when teaching and learning activities take place.

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